

Student: _____ Date of Birth: _____ SAIS Number: _____

FORM 2-W WRITING

STANDARDS STATUS REPORT
FUNCTIONAL, READINESS, AND FOUNDATIONS LEVELS

SCORING: Use the Analytic Scoring Tool (AST) to determine the score for each essential skill the student demonstrates. Circle the score obtained in the appropriate column using the designated color for that review date. Items in parentheses are examples to help you frame your professional judgment. Examples are not exhaustive. Scoring is based on the listed examples or other similar tasks as noted in the comment section. Teachers should feel free to add any comments to clarify student skills; e.g., how student performs task by telling, drawing, printing, using computer, Braille, or printed word.

STANDARD 2: WRITING

Students effectively use written language for a variety of purposes and with a variety of audiences.

FUNCTIONAL (Ages 3-21)

Within the functional context of home, school, work, and community environments using assistive technology, Braille, and print, students know and are able to do the following:

STANDARD 2: WRITING	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL (Ages 3-21)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
W-FS1. Develop increased control of fine motor skills.					
PO 1. Reach for objects.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Grasp/hold objects and use in intended manner (e.g., spoon—use to eat; marker—use to write).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
Subtotal page 1:					

10/01/01

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STANDARD 2: WRITING	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL (Ages 3-21) W-FS1 continued		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
PO 3. Indicate specific item purposefully through pointing (e.g., finger, eye, elbow, head stick).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 4. Put objects in correct places accurately and purposefully.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO5. Perform increasingly complex fine motor tasks using a variety of objects (e.g., fasteners, clothespins, door knobs).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 6. Stabilize objects with one body part (e.g., hand, elbow, foot) or any adaptive means while manipulating the object with other body parts or any adaptive means (e.g., hold paper and write, stabilize and wind up kitchen timer).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
W-FS2. Write the 26 letters of the alphabet.					
PO 1. Mark on paper within boundaries (e.g., drawing, illustrating, imitating modeled strokes, tracing).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
Subtotal page 2:					
Subtotal page 1:					
Subtotal pages 1-2:					

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STANDARD 2: WRITING	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL (Ages 3-21) W-FS2 continued		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
PO 2. Copy letters (e.g., using computer keyboard, Braille, or print).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 3. Produce letters spontaneously (e.g., using computer keyboard, Braille, or print).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
W-FS3. Write simple words and numbers.					
PO 1. Print first and last name from model (e.g., using computer, Braille, or print).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Print simple words and sentences from model.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 3. Write numerals 0-9 from model.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 4. Print address and phone number from model.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
Subtotal page 3:					
Subtotal pages 1-2:					
Subtotal pages 1-3:					

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STANDARD 2: WRITING	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL (Ages 3-21) W-FS3 continued		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
PO 5. Print first and last name, address, and phone number when needed without a model.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 6. Print simple words and sentences without a model.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 7. Write numerals 0-12 without a model.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 8. Provide name and/or address and/or phone number in a designated area (e.g., mark an X for signature, use a rubber name stamp for name and/or address and/or phone number).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
W-FS4. Relate a narrative, creative story, or other communication by drawing, telling, or writing.					
PO 1. Make lists (e.g., pictorial/word shopping list).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
Subtotal page 4:					
Subtotal pages 1-3:					
Subtotal pages 1-4:					

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STANDARD 2: WRITING	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL (Ages 3-21) W-FS4 continued		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
PO 2. Document events around a specific topic (e.g., retell story, experiences, movie, or write in journal with words, pictures, or drawings).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
READINESS (Kindergarten)					
W-R1. Relate a narrative, creative story, or other communication by drawing, telling, and writing.					
PO 1. Create a narrative by drawing, telling, and/or emergent writing.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Create a story by drawing, telling, and/or emergent writing.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 3. Create a message by drawing, telling, and/or emergent writing.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
W-R2. Spell simple words.					
PO1. Apply letter/sound relationships as emergent writers.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
Subtotal page 5:					
Subtotal pages 1-4:					
Subtotal pages 1-5:					

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STANDARD 2: WRITING	Comments	Emergent	Supported	Functional	Independent
READINESS (Kindergarten)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
W-R3. Write the 26 letters of the alphabet.					
PO 1. Copy the 26 letters of the alphabet.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
Subtotal page 6:					
Subtotal pages 1-5:					
WRITING TOTALS: (pages 1-6)					

SCORING: To obtain Writing score, add scores column (i.e., Emergent, Supported, Functional, and Independent). Record the total score below.

Total Writing Score/Form 2W: _____

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SCORING: Use the AIMS-A Analytic Scoring Tool (AST) level definitions in bold to determine the level of each essential skill the student demonstrates. Place a check mark and date in the corresponding column. Do not assign points.

STANDARD 2: WRITING	Comments	Emergent	Supported	Functional	Independent
FOUNDATIONS (Grades 1-3)		See AST Definition	See AST Definition	See AST Definition	See AST Definition
W-F1. Use the writing process, including generating topics, drafting, revising ideas, and editing, to complete effectively a variety of writing tasks.					
PO 1. Generate topics through prewriting activities (e.g., brainstorming, webbing, mapping, drawing, writer's notebook, K-W-L charts, scaffolds, group discussion).					
PO 2. Align purpose (e.g., to entertain, to inform, to communicate) with audience.					
PO 3. Write a first draft with the necessary components for a specific genre.					
PO 4. Revise draft content (e.g., organization, relevant details, clarity).					
PO5. Edit revised draft using resources (e.g., dictionary, word lists and banks, thesaurus, spell checker, glossary, style manual, grammar, and usage reference).					
PO 6. Proofread revised draft.					
PO 7. Present final copy according to purpose (e.g., read aloud, display, publish, mail, send, perform).					

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FOUNDATIONS (Grades 1-3)		See AST Definition	See AST Definition	See AST Definition	See AST Definition
W-F2. Use correct spelling, punctuation, capitalization, grammar and word usage, and good penmanship to complete effectively a variety of writing tasks.					
PO 1. Spell high frequency words correctly.					
PO 2. Punctuate endings of sentences.					
PO 3. Capitalize sentence beginnings and proper nouns.					
PO 4. Use standard, age-appropriate grammar and word usage (e.g., basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals).					
PO 5. Write legibly.					
W-F3. Write a personal experience narrative or a creative story that has a beginning, middle, and end and use descriptive words or phrases to develop ideas and advance the characters, plot, and setting.					
PO 1. Write a narrative (establish a beginning, middle, and end; use sensory details to describe).					
PO 2. Write a story (use sensory details to describe setting and characters; develop a story line with a problem and events leading to a solution).					

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FOUNDATIONS (Grades 1-3)		See AST Definition	See AST Definition	See AST Definition	See AST Definition
W-F4. Gather, organize, and accurately, clearly, and sequentially report information gained from personal observations and experiences, such as science experiments, field trips, and classroom visitors.					
PO 1. Record observations (e.g., logs, lists, graphs, charts, tables, illustrations).					
PO 2. Write an introductory statement.					
PO 3. Report events sequentially.					
PO 4. Write a concluding statement.					
W-F5. Locate, acknowledge, and use several sources to write an informational report in their own words.					
PO 1. Use resources (e.g., videotapes, magazines, informational books, reference materials, interviews, guest speakers, Internet) and report information in their own words.					
PO 2. Write an introductory statement, followed by details to support the main idea.					
PO 3. List resources used by title.					
W-F6. Write well-organized communications, such as friendly letters, memos, and invitations, for a specific audience and with a clear purpose.					
PO 1. Organize content, including necessary components of the selected format for a specified audience.					
PO 2. Place commas correctly in components unique to letters, memos, invitations (e.g., heading, greeting, closing, address).					